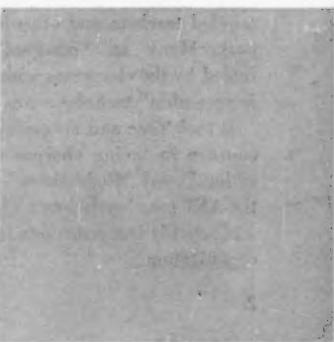
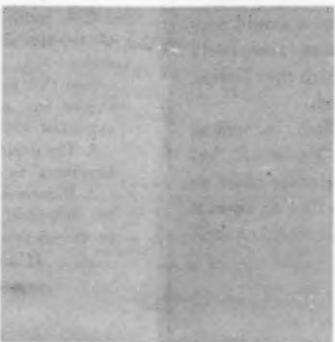
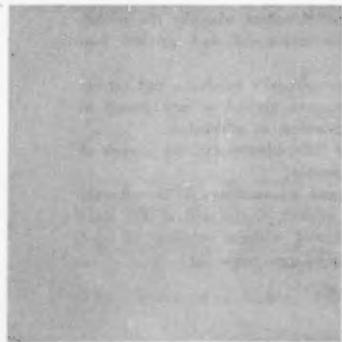
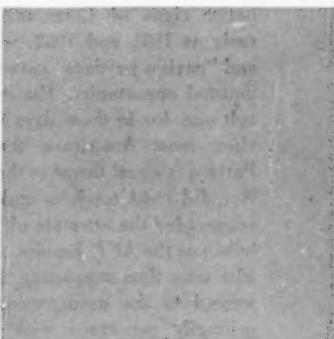
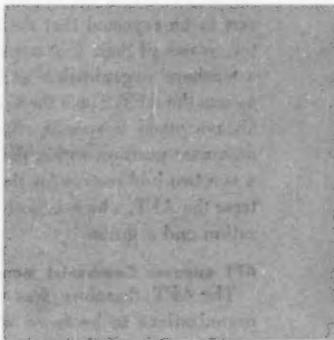


**APRIL 1953**

*Chinese Nationalist children in Formosa received TB vaccination through the work of UNICEF (United Nations International Children's Emergency Fund), which has also provided them with milk and sponsored maternity and child care.*

UNITED PRESS PHOTO

# The American Teacher



## PRESIDENT'S PAGE

### AFT Action on Communism

**I**N THESE days, when there is much discussion concerning Communist teachers, the AFT can point with assurance to its record in dealing with Communist influence.

Already in 1940 and 1941, long before the nation as a whole was aware of the dangers of Communism, the AFT faced the issue squarely and took decisive action to thwart the attempts made by Communists to gain a foothold in the AFT.

Because of the important influence which teachers exert on the minds of their students, it was to be expected that the Communists would try, as one of their first steps, to gain control of a teachers' organization as active and effective as was the AFT. Since the Communist Party has always made a special effort, also, to win a dominant position within the trade unions, there was a two-fold motive for their attempts to infiltrate the AFT, which is both a teachers' organization and a union.

#### AFT opposes Communist maneuvers

The AFT, therefore, was one of the very first organizations to be faced with the Communist problem. Some old-timers in the AFT began to notice signs of Communist maneuvering as early as 1931 and 1932, when the depression and "payless paydays" gave the Communists an unusual opportunity. The struggle was a difficult one, for in those days it was hard to convince most Americans that the Communist Party was a real threat to the democratic world. Nor did most teachers understand the special reasons for the attempts of the Communists to influence the AFT. Besides, most of the persons who were then supporting the Communist line seemed to the unsuspecting American to be primarily concerned with the promotion of worthy causes—causes which most socially-minded teachers and other citizens would support. Many an "innocent" was completely fooled by the cleverness with which the "boring from within" technique was used.

It took time and unceasing effort—as well as courage in facing charges of "Fascism," "reaction," and "Red-baiting"—to make clear to the AFT membership as a whole that an attempt was actually being made to seize control of their organization.



CARL J.  
MEGEL

Finally, however, an important step was taken in the 1940 AFT convention, when it adopted the following resolution:

WHEREAS, Recent world events have brought into sharper focus than ever before the dangers inherent in the policies and practices of totalitarianism and the benefits and blessings of democracy; and

WHEREAS, The constitution of the American Federation of Teachers states that "we believe in democracy"; and

WHEREAS, The American Federation of Teachers wishes to be more definite, both in advocating the democratic way and in unequivocally opposing totalitarianism and all totalitarian tendencies and groups at home and abroad;

BE IT RESOLVED, That we reaffirm and support as the objects and foundation of democratic government:

1. The continuation for all people of "certaininalienable rights with which they are endowed—life, liberty, and the pursuit of happiness";

2. The principle and practice that governments derive "their just powers from the consent of the governed";

3. Freedom of the press and radio, freedom of speech to all people, and freedom of public assembly;

4. The civil liberties guaranteed to individuals by our government and the extension of such liberties;

5. Free trade unions;

6. A multiple party system whereby the wishes of the people are expressed and carried into action;

And that we unequivocally condemn and utterly oppose any government abroad or any group in our midst which practices or advocates:

1. The denial of "life, liberty, and the pursuit of happiness" to all people;

2. Dictatorship and a condition of life wherein the individual is subject to the will of the state or the dictator thereof without recourse to law;

(Continued on page 20)

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## **SECRETARY-TREASURER'S PAGE**

### *Teachers' Unions in Canada*

ON Lincoln's birthday 1953 I had the privilege of visiting one of the strongest teachers' unions on the American continent, the Teachers Federation of Vancouver, British Columbia. Not only in the city of Vancouver but in the entire province of British Columbia, the teachers are practically 100% organized in the Canadian labor movement which is comparable to the AFL in the United States. The Teachers Federation has had an excellent record of achievement ever since it voted, in 1944—with some assistance from the AFT—to affiliate with organized labor.

In the public schools of British Columbia a province-wide union shop exists, under which each teacher is required by law to become a member of the teachers' union. All public school teachers, therefore, are members of the union with the exception of a very small number who applied for exemption at the time when the law was enacted.

The enactment of the union shop law for teachers in British Columbia involves important principles of trade unionism and democratic government. A question of vital importance is whether compulsory membership under provincial law means government control of the union. Just as government control of trade unions and other organizations is a basic principle of totalitarian governments, so the protection of the freedom of unions from control by the state is a basic principle of democratic government.

The National Union of Teachers of England conducted a strike last year against a local school board which *on its own initiative* adopted a rule that all teachers must join the National Union or some other teachers' organization. The basic principle involved in this bitter controversy between the school board and the Union was not the question of the closed shop or union shop but the question of control of the union by the school board.

In British Columbia the teachers' union, with the support of the labor movement, requested the legislature to establish a union shop through legislation. Such legislation was passed and all teachers are now required by



IRVIN R.  
KUENZLI

law to become members of the union.

Arbitration machinery is provided in the law under which either the teachers' union or the school board may apply for arbitration. A jointly chosen arbitration board is selected to which both sides present their cases. The decision of the arbitration board is final and must be accepted by both the union and the board. Such arbitration machinery has certain disadvantages but it is a protection against the answer given so often by school boards: "We cannot increase salaries because we have no money for that purpose." With arbitration always a possibility, providing a third impartial party in the dispute, boards are more willing to grant reasonable increases to teachers.

While, in the United States, such legislation would be impossible or impracticable at the present time, it is an interesting development in teacher unionism that a province-wide union shop exists across the border in British Columbia.

Recently the teachers of Nova Scotia have voted to establish a province-wide teachers' union to replace the non-union teachers' association which existed in the province. As soon as the organization can recover from a serious strike situation, the affiliation with organized labor will be completed.

The fact that the teachers' union is "on the march" to this extent in the neighboring country of Canada should be a strong impetus to the growth of the AFT.

# Small Town Superintendents and Teachers' Unions

By ALFRED SCHWARTZ

Associate Professor of Education, Drake University, Des Moines, Iowa

THAT small town superintendents do not know the objectives of teachers' unions and that they are inclined to resist the efforts of teachers in their schools to organize is the major conclusion of a recent study of small town superintendents in the State of Iowa.<sup>1</sup> Not only do superintendents believe that teachers should not seek membership in a union but they are also inclined to believe that union membership will result in a detrimental effect upon instruction.

#### Questionnaires sent to Iowa superintendents

During the '51-'52 school year a carefully prepared questionnaire was sent to a selected sample of 160 Iowa superintendents holding office in towns with a population of under 5,000. This selected, cross-sectional sample of superintendents is representative of the superintendents who manage the school affairs in the small communities of the middle west.

Eighty-five per cent of the small town superintendents responding to the questionnaire have never been associated with a union of any type, eighty-three per cent of these men are not familiar with the objectives of the AFT, and seventy-three per cent of the superintendents would not consider joining a union for superintendents. This pattern of responses indicates a void in the education and background of the small-town superintendent. It is interesting to note, however, that twenty-seven per cent of the men expressed a desire to join a union for superintendents. This might be indicative of some dissatisfaction with existing professional organizations by this group of superintendents.

The superintendents participating in the study were asked to respond to a series of statements indicating whether they strongly agree, agree in general, are undecided, disagree

in general, or strongly disagree with each statement. In response to the statement: "Superintendents should oppose efforts of teachers to organize unions," forty-two per cent indicated that they agreed strongly or agreed in general, while thirty-three per cent indicated that they disagreed in general or strongly disagreed. Significantly, twenty-five per cent of the administrators were undecided on the problem. When the statement read: "Superintendents should encourage efforts of teachers to organize," only eleven per cent of the superintendents were willing to take the position that they would strongly agree or even agree in general with the statement, while seventy-one per cent of the administrators disagreed in general or strongly disagreed with the statement. It would appear that a large percentage of public school superintendents do not believe that they should actively encourage participation in teacher unions and that many of them are of the opinion that they should actively oppose any unionization movements.

In the opinion of fifty-two per cent of the superintendents participating in the study, membership in unions would not succeed in gaining higher salaries for the members of the education profession, while twenty-nine per cent indicated that union membership would probably result in higher salaries. The remaining nineteen per cent were undecided.

#### Stress professional status of the teacher

The superintendents were asked to respond to three statements that read as follows: "Teachers are members of the professional class," "Teachers are members of a skilled labor class," and "Teachers are too good to associate themselves with organized labor." An overwhelming majority of the superintendents, eighty-nine per cent, thought that teachers are members of a professional class, only twenty-three per cent of the respondents thought that teachers were members of a skilled labor class,

<sup>1</sup>Darrel B. Swan, "Teachers' Organizations and Unions and the Opinions of Iowa High School Administrators With Respect to Them," Unpublished Master's thesis, College of Education, Drake University, 1952.

and fourteen per cent of the superintendents thought that the teachers were too good to associate themselves with organized labor. It is apparent from these responses that the chief administrative officer of the small town school district has some very definite preconceived notions about the status position that teachers occupy or should occupy. It is interesting to note that while a large percentage of these superintendents were not familiar with the purposes of the AFT, they were still certain that membership in a labor union could not be professional.

A large percentage of the administrators queried indicated that they thought membership in a teachers' union would be detrimental to instruction, and only a small percentage of these administrators felt that unionization would improve the quality of instruction. Fifty-seven per cent of the superintendents agreed in general or strongly agreed that "unionization would have a detrimental effect on instruction," while only ten per cent thought that "unionization would improve the quality of instruction." It is difficult to discover a sound reason why so many of the superintendents held to this pattern of thinking. There seems to exist some notion that union members will not be able to devote all of their energies to the problems of instruction that confront them. Also there is the belief on the part of many of these superintendents that frequent strikes will

result from membership in a teachers' union.

Obviously unaware of the policy of the AFT towards strikes, forty-five per cent of the superintendents involved in this study either strongly agree or agree in general with the statement: "Unionization would result in the school year often being interrupted by strikes." The cause of this point of view conceivably could be found in the newspaper and radio publicity which has been given to that very small percentage of strikes in the field of education since the war.

\* \* \*

There is one significant conclusion which can be drawn from these data: stated simply, it is that the vast majority of small town superintendents in the United States do not know the purposes of teachers' unions and certainly do not know of their accomplishments. It would appear to be evident that if teachers' unions are to make any real progress in the unionization of teachers in the rural areas and small towns of the United States, positive steps should be taken to inform the administrators of the policy and program of teachers' unions. Failure to understand or take into account the small town superintendent can only result in prolonged antagonism towards unions. While the desirability of teachers' unions might be questioned by some, the necessity for delineating the scope and purpose of the unions to superintendents cannot be challenged.

## WANTED-A TYPEWRITER!

The letter printed below contains an appeal which we hope will impel many of our members to take a trip to the nearest post-office to send an international money order to the writer of the letter. Or perhaps a local desiring to participate, in a practical way, in an effort to establish friendly relations with our Italian colleagues, might undertake a project to help this Italian teacher and his students.

Sirs:

I am an Italian teacher, director of the elementary schools of Ciano del Montello (Treviso), a little town of three thousand inhabitants, mostly workmen.

In the evening I set up a social gathering for young men who have just finished school and are waiting for a job. They meet in a schoolroom where they can read for themselves and learn useful things in the presence of a teacher ready to ex-

plain whatever they may ask. Some of them and many of my pupils in the last year of regular schooling wish to become clerks or typists in some factory, workshop, or office. There are many chances for them in our area, but to know typewriting is the essential requisite. Therefore, I plan to set up a course and teach practically how to typewrite.

This social initiative of mine has, however, a handicap: our school has no means for buying even one typewriter, as we must spend our money for books for the library and assistance for the poor.

It is in the name of many young men and their parents that I apply to you, sure that the American teachers will not refuse the gift of the not excessive sum needed to buy at least one typewriter. I have no doubt that the noted generosity of Americans will show itself once more toward those who humbly beg an opportunity to work. I believe that American teachers will respond to their colleague's appeal.

REMO BIANCHIN  
Capo-Gruppo Scuole Elementari  
Ciano Del Montello, Treviso, Italy

## TREES FOR THE FUTURE

*RIGHT: Roman children, standing at attention beside their potted trees, wait for the signal to plant the young trees as part of a nationwide ceremony to help replace those which were destroyed or damaged during the war.*

*BETWEEN: A young Korean girl helps plant a pine seedling on the balding slopes of Yong Do Mountain during reforestation ceremonies on the outskirts of Seoul. Nearly 90,000 seedlings went into the ground as the UN Civil Assistance Command began its project to acquaint the younger generation with the principles of conservation and reforestation.*



UNITED PRESS PHOTOS



# The Public Employee and Social Security

By NEAL RIDEN, JR., Department of Economics, West Virginia State College

IN 1951, the Congress of the United States amended the Social Security Act. Perhaps the most important provision included in this amendment was the extension of Social Security coverage to groups previously unqualified. Among these groups were the employees of state or local governments.

To the teacher in the public school system, a public employee, this amendment opened the door to Social Security coverage, provided that certain requirements were met. The two most important requirements are:

1. At the date of initial coverage under Social Security, the group must not be included in a retirement program of a state or a political subdivision of a state.\*

2. The state concerned must execute an agreement with the federal government to cover the particular group.

It has been the difficulty of meeting these requirements that has evoked much discussion and thought, most of which has centered around the question of whether or not the benefits available under the Social Security program are worth the effort to obtain. From discussions with persons directly concerned with the problem of obtaining this new coverage, and from various comments and questions which I have heard, I have concluded that many such persons do not understand the Social Security program nor do they have a clear idea of the benefits it offers.

This article is an attempt to bring more information, in as simple a manner as possible, to those concerned with this new coverage. No attempt will be made to compare the Social Security program with any other retirement plan; rather, the emphasis here will be on the various benefits provided by Social Security.

\*Various bills have been introduced recently which would eliminate this requirement and would at the same time protect the teachers' rights and prerogatives under his present pension plan. Passage of such a bill would make it possible to supplement present pension plans with Social Security coverage without resorting to the device of eliminating the existing pension system, coming under Social Security, and then restoring the pension system which had existed previously.

## RETIREMENT BENEFITS

### Number of quarters of coverage required

The first question to consider is: How long must one work in a position covered by Social Security in order to be eligible to receive retirement benefits at the age of 65? The answer is that the length of time depends upon one's age at the present time.

The yardstick for measuring the amount of time required is the "quarter of coverage." A quarter of coverage is a three-month period beginning January 1, April 1, July 1, or October 1—a calendar quarter—in which a person earned \$50 or more or was credited with \$100 or more in self-employment income covered by the Social Security law.

A person who in 1953 is 47 years of age or younger would need 40 quarters of coverage. Persons who in 1953 are older than 47 would require fewer than 40 quarters; the older they are, the fewer quarters required. A person who becomes 65 this year or in the first half of 1954, for example, requires only 6 quarters of coverage. The table below gives the number of quarters for each age. If a person becomes 65 in the first six months of

Number of Quarters of Coverage Required to Qualify for Monthly Retirement Payments When a Worker Reaches the Age of 65

Date of 65th birthday	January-June	July-December
1953 or earlier.....	6	6
1954 .....	6	7
1955 .....	8	9
1956 .....	10	11
1957 .....	12	13
1958 .....	14	15
1959 .....	16	17
1960 .....	18	19
1961 .....	20	21
1962 .....	22	23
1963 .....	24	25
1964 .....	26	27
1965 .....	28	29
1966 .....	30	31
1967 .....	32	33
1968 .....	34	35
1969 .....	36	37
1970 .....	38	39
1971 or later.....	40	40

the year, the figure in the center column is the number of quarters required. If a person becomes 65 in the last six months of the year, the last column tells the number of quarters required.

#### Amount of monthly retirement payments

The amount of the old-age retirement payments depends upon the average monthly wage. There are two different methods of figuring the retirement benefits. The older method uses the average monthly wage beginning with 1937; the newer method uses the average monthly wage beginning with 1951. A person retiring may use whichever method will give him the higher payment, if he reached the age of 22 before 1951 and has six or more quarters of coverage after 1950.

Since it is probable that most teachers have not yet worked in positions covered by Social Security and would, therefore, figure their retirement benefits according to the newer method, we shall concern ourselves with only this method.

Let us take the case of a person who is now less than 47 years of age. Let us assume that he works for 40 quarters (10 years) in an occupation covered by Social Security. During those 40 quarters he earns the maximum wage that can be counted in estimating Social Security benefits—\$3,600 a year. In 10 years he would have earned \$36,000. To find the amount of his monthly retirement payments, we shall apply the new formula, which provides that when an insured person reaches the age of 65, he is entitled to receive 55% of the first \$100 of his average monthly wage, plus 15% of any remainder of his average monthly wage up to \$200.

The next step, then, is to find his average monthly wage. To do this, we must count every month\* from January 1951 (even though he may not have started working in a covered occupation until much later than that date) to the month in which he reaches the age of 65. If, for example, the person becomes 65 in January 1975, there are 24 years, or 288 months, to be counted (even though he has worked only 10 years during this period).

It is necessary, therefore, to divide his total earnings, \$36,000, by 288. This gives us \$125 as his average monthly wage. We then take

\*The only exception is that in figuring a person's average wage, the whole period before he reaches the age of 22 may be excluded.

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55% of the first \$100 of this \$125, giving us \$55. To this, we add 15% of the remainder of his average monthly wage (15% of \$25), or \$3.75. The monthly retirement benefit for this worker, therefore, is \$55 plus \$3.75, or \$58.75.

Of course if he had worked more than 10 years, his total earnings would have been greater and his average monthly wage would have been correspondingly higher. To illustrate, let us assume that instead of working only 10 years, he works 20 years at the same yearly salary as in the case above—\$3,600. In 20 years his total earnings would be \$72,000. If we divide this figure by 288, his average monthly wage would be \$250. Applying the formula, we get:

$$\begin{aligned} 55\% \text{ of } \$100 &= \$55.00 \\ 15\% \text{ of the remainder } (\$150) &= 22.50 \end{aligned}$$

Monthly retirement benefit \$77.50

Since the highest average monthly salary that can be counted is \$300, the maximum retirement payment to an individual is \$85, as can be seen when one applies the formula:

55% of \$100 = \$55.00  
15% of the remainder (\$200) = 30.00

Maximum retirement benefit \$85.00

The minimum monthly payment to an insured individual is \$25.

**Payments to members of the family of the retired worker**

In addition to the retirement benefit to the insured worker himself—this benefit is called the *primary benefit* and is used as the basis for computing the benefits to members of the family of the retired worker—monthly payments may be made also to members of his family. Monthly payments are allowed for the wife of the insured worker, starting at her sixty-fifth birthday or the retirement of her husband, whichever is later. If, at the time of the retirement of the insured worker, his wife is caring for a child of the insured worker and the child is under 18 years of age, the wife is entitled to receive the monthly benefit payment even though she has not yet reached the age of 65. The benefit which the wife re-

ceives is half the amount of the benefit paid to the worker. In addition, monthly benefits are paid for any children of the insured who are under 18 years of age. It should be remembered, however, that the total monthly payment to a family cannot be more than 80% of the average monthly earnings of the insured or more than \$168.75, whichever is smaller.

If the retired worker is a woman who has a dependent husband, an additional payment, in the amount of one-half the primary benefit, is allowed for the dependent husband, provided that the wife was both fully and currently insured. (These terms will be explained later.)

**SURVIVORS' PAYMENTS**

The protection provided by the Federal Insurance Program has been called the greatest single contribution to social welfare in modern times. Under this plan, benefits are available to the widow and to children under 18 years of age, and also, under certain circumstances, to a dependent widower or dependent parents. These benefits are available regardless of the age of the insured worker at the time of his death. Since some of the benefits are paid only if the insured worker was "fully insured," while others are paid if the worker was "currently insured," it is necessary to explain the meaning of these terms.

A worker is fully insured if he has attained the number of quarters of coverage listed in the table above entitled "Number of Quarters of Coverage Required to Qualify for Monthly Retirement Payments When a Worker Reaches the Age of 65."

An individual is currently insured if he has at least six quarters of coverage within the preceding three years.

**Lump-sum payments**

Upon the death of an insured worker, whether he is fully or currently insured, a lump-sum payment equal to three times the primary benefit—the amount that the worker's monthly retirement benefit would have been—is paid to the widow or widower, in addition to whatever monthly payments are made. If there is no widow or widower, the lump sum is paid to the person who paid the burial expenses.

**Payments to a widow**

If a widow is 65 years old at the time of the death of her husband and her husband was



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**says—**

"The American Cancer Society is leading the fight, *your* fight, against cancer through its programs of research . . . education . . . and service to cancer patients.

**"Cancer strikes one in five.**

"You can strike back with a generous gift. Mail it to 'Cancer,' c/o the Postmaster in your town, and your dollars will reach the American Cancer Society.

**"Please send your gift today.  
The need is terribly urgent."**

fully insured, she will receive monthly payments of three-fourths of the primary benefit, unless she is entitled to a larger benefit on her own Social Security account. If she is not yet 65 at the time of his death, the monthly payments will begin when she reaches the age of 65. If the widow remarries, however, the benefit payments are terminated. If a widow or dependent divorced wife is caring for a child of the insured, she is entitled to receive the monthly payments even though she has not reached the age of 65, and whether the insured worker was fully or currently insured.

#### Payments to a dependent widower

A dependent widower who is 65 years of age or more is entitled to monthly payments equal to three-fourths of the primary benefit, provided that his wife was both fully and currently insured.

#### Children's benefits

The children who are under 18 years of age and are unmarried at the time of the death of an insured worker receive benefits at the rate of a three-fourth benefit for the first child and a half benefit for each additional child. The primary benefit of the deceased worker is used here also to determine the amount of the benefits. As was stated above, however, the total monthly payment to a family cannot be more than 80% of the average monthly earnings of the insured person or more than \$168.75, whichever is smaller. Children's benefits are paid whether the insured was fully or currently insured.

#### Parents' benefits

If at death the insured leaves no widow or widower or child under 18, the parents become eligible for benefits under certain conditions:

1. At least one-half of the support of the parent must have been furnished by the deceased.
2. The parent must not have married since the death of the insured.
3. The deceased must have been fully insured.

If these conditions are satisfied, each parent receives a benefit equal to three-fourths of the primary benefit of the deceased.

#### The cost

The cost of the Old Age and Survivors' Insurance Program is shared equally by the employee and the employer. The current rate is

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1½% on wages up to \$3,600 per year; that is, the employee pays 1½% and the employer pays 1½%. This rate is to increase to 2% in 1954, 2½% in 1960, 3% in 1965, and 3¼% from 1970 on. Persons who are self-employed and are covered by the Social Security Program pay ¾ as much as the total payment of employee and employer would be on the same amount of earnings.

#### The \$75 limitation

One unfortunate feature of the Social Security Law is that if the insured or any other beneficiary earns more than \$75 in one month in employment covered by Social Security, no Social Security benefit can be paid that month unless the insured has reached the age of 75, in which case earnings are not taken into account. This feature is especially discriminatory because if a person has an income from stocks or bonds or other such investments, he is entitled to Social Security benefits, regardless of the amount of his income. A bill to eliminate the \$75 limitation has been introduced into this session of Congress by Representative Yates, of Illinois.

# An Alarming Shortage of School Buildings Revealed

"**A**DDITIONAL floor space equal to a one-story building, 52 feet wide, extending from New York City to San Francisco, Calif., is needed adequately to house the nation's public elementary and secondary school population," stated Earl James McGrath, U.S. Commissioner of Education of the Federal Security Agency, in a release dated December 29, 1952.

Commissioner McGrath made this statement as he revealed results of a nation-wide survey of school building needs and the states' abilities to provide them. At the request of the U.S. Congress this survey was conducted by the U.S. Office of Education.

"Every parent and citizen should get a graphic picture of the school building shortage," the Commissioner of Education said. For example, this study by the Federal Government and the states indicates a need now for about 708 million additional square feet of school building space for more than 9½ million pupils in public elementary and secondary schools.

"This additional schoolhousing need, which does not provide for increased enrollment next year and succeeding years, and does not take into account future classroom replacements, approximates the total residential housing space in a city the size of Philadelphia.

#### **325,000 classrooms currently needed**

"According to this survey," the Commissioner of Education pointed out, "more than 325,000 instruction rooms and related facilities are currently needed this year to relieve overcrowding and to replace obsolete facilities. The estimated cost is 10.7 billion dollars. Since only 5.8 billion dollars could be provided by the states and local school districts under current laws and methods for voting bond issues or raising funds through assessments on property, a deficit of 4.9 billion dollars stands in the way of providing adequate and safe school facilities for every boy and girl in our public schools."

"We know that public elementary and secondary school enrollment will reach new high peaks in the years immediately ahead. The schoolhousing shortage will become more critical year by year. This nation-wide survey definitely alerts us all to the fact that financing practices will have to be improved and new and substantial resources for public school construction will have to be tapped if deficit dollars are to be raised to cancel out the 'deficit education' created by educationally unsatisfactory and unsafe structures.

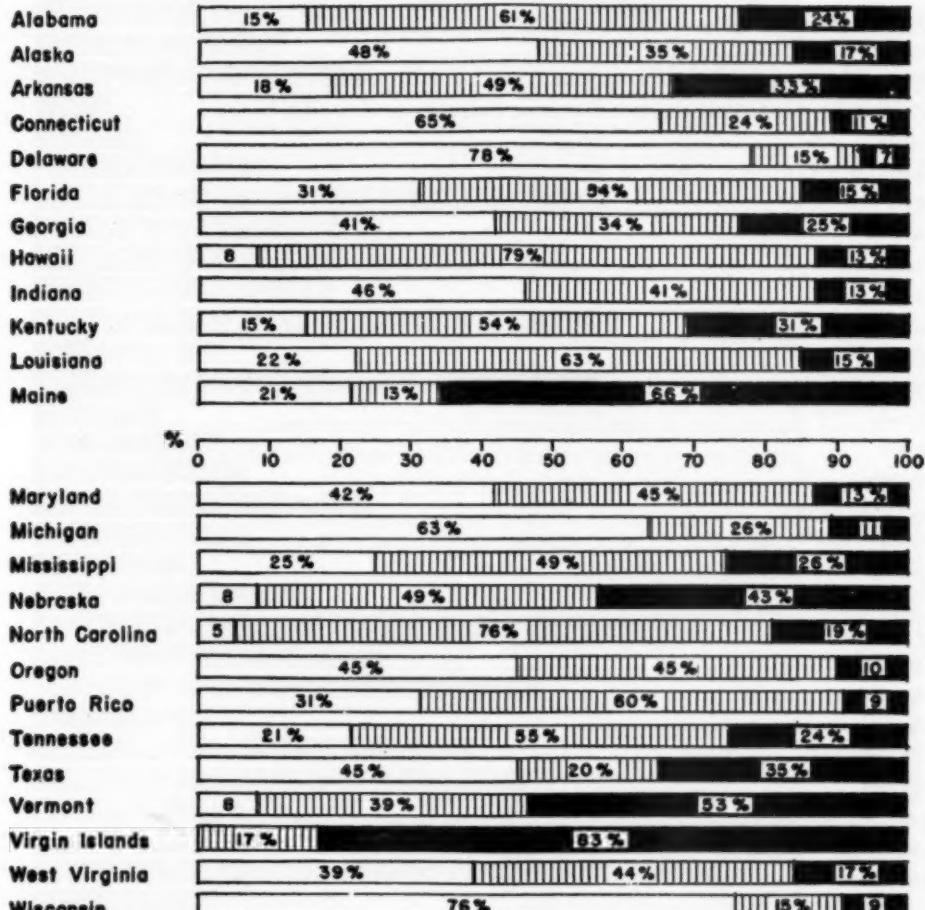
#### **Many schools are firetraps**

"To relieve present overcrowding alone," Commissioner McGrath said, "155,000 additional classrooms are required today. To replace obsolete facilities another 170,000 should be provided. There is a question mark as to fire safety conditions in school buildings housing approximately one-third of the nation's public elementary and secondary school children. About 18 percent of the pupils are attending classes in schoolhouses *not* meeting fire safety conditions. Fifteen percent are going to schools which may or may not possibly be acceptable as to fire safety.

"The relative ability of states to finance needed school construction varies greatly according to the survey," the Commissioner of Education said. "Three states have total income payments of less than \$4,000 per pupil enrolled. Three other states showed total income payments of more than \$13,000 for each enrolled child. To provide schoolhousing currently needed, one state would have to invest 11.3 percent of its total income payments for one year in additional school construction. Another state, on the other hand, would have to divert only 2.7 percent of its total income payments for one year into school construction to provide adequate facilities."

The School Facilities Survey reporting these and other findings was authorized by the 81st Congress under Public Law 815. Coordinator

**PERCENTAGE OF PUPILS HOUSED IN SCHOOL PLANTS  
RATED SATISFACTORY, FAIR, AND UNSATISFACTORY  
BY STATES**



Satisfactory



Fair



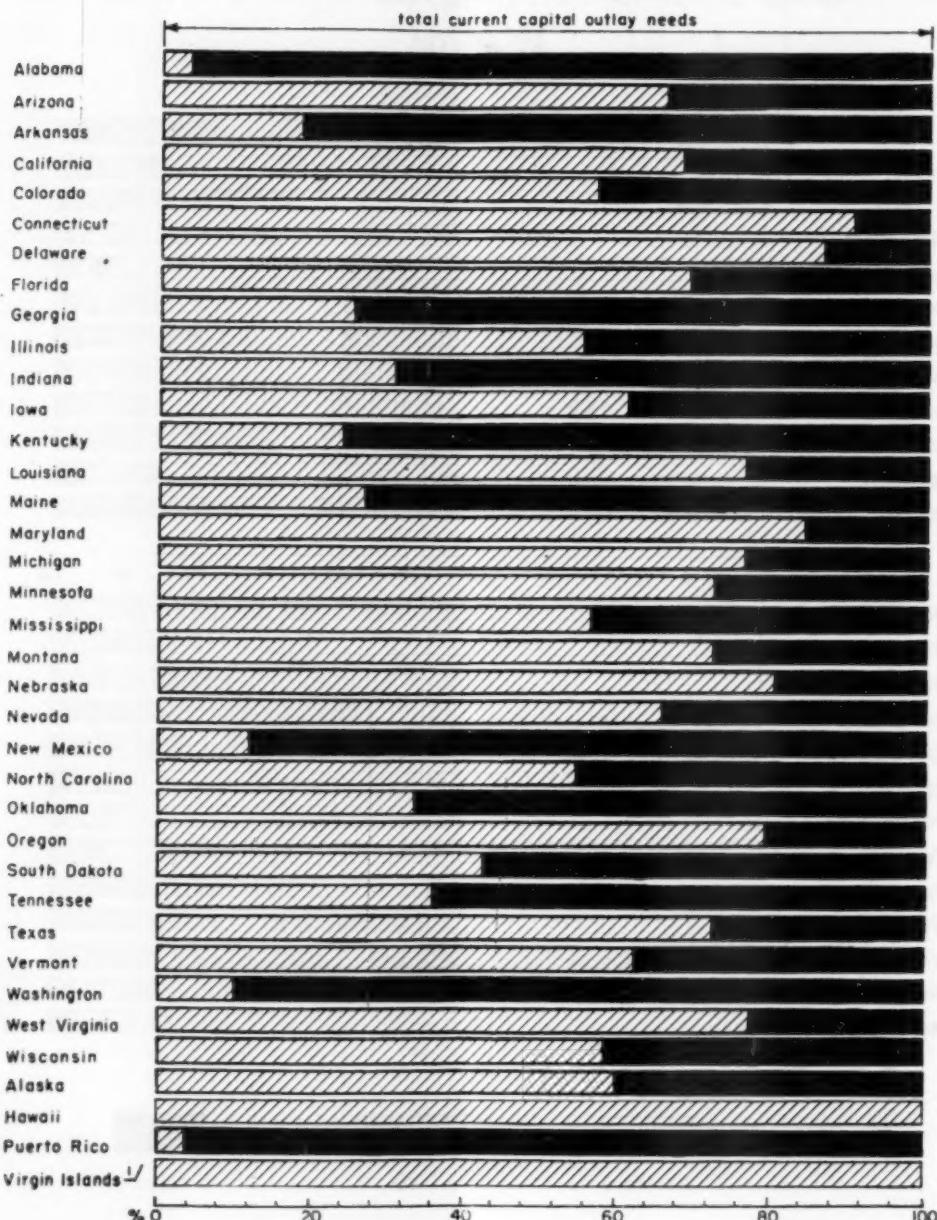
Unsatisfactory

**FEDERAL SECURITY AGENCY**

OFFICE OF EDUCATION  
SCHOOL HOUSING SECTION

Data determined by states

## Current Capital Outlay Needs, Applicable Resources, and Deficits -- By State



<sup>1/</sup>Capital outlay to be financed by the Federal Government

applicable resources

deficits

of survey findings at the Federal level is Ray L. Hamon, Chief, School Housing Section.

Forty-six states and territories are now participating in this national survey, which is bringing together for the first time on a nationwide basis information which can be used for current and long-range school building planning and construction program.

In addition to state-by-state tables showing the cost of remodeling present schoolhouses and constructing new ones, the survey report released by the U.S. Office of Education presents facts and figures on the nation's school plant problem, and detailed information on needs, resources, and deficits as revealed by the School Facilities Survey.

## Locals Cooperate to Present the AFT to Student Teachers

By MILTON P. FOSTER

*Mr. Foster is treasurer of Local 686, the Michigan State Normal Teachers Federation, Ypsilanti.*

TOO often college seniors who plan to teach learn nothing about the important role in their lives the AFT can play once they become teachers. Many prospective teachers, in fact, do not even know a teachers' union exists. A local in a teachers' college is in a good position to do something about this serious lack of information. The Michigan State Normal College Federation of Teachers, Local 686, has established an annual open forum to which all prospective teachers attending Michigan State Normal College are invited for the purpose of hearing members of a nearby public school local explain what union membership has meant to them.

Two of these open forums have been held so far, and each one was a success for different reasons. The 1952 meeting succeeded because the guests were from an infant local, Local 1133 of Van Buren Township, Michigan, which had just won its struggle for recognition. Because they were full of the exuberance and pride which victory brings, the guests had no trouble conveying to the college seniors present a sense of the idealism as well as the practicality of a teachers' union. This meeting confirmed the expectation of the members of the MSNC Federation that teachers from a real, live local in a public school system would do a better job of impressing prospective teachers with the values of the AFT than they could. The college students, preparing to enter grade

or high schools, could identify themselves much more easily with public school teachers than they could with their college teachers, whose problems and experiences were of a different nature.

The 1953 open forum for prospective teachers was successful because the guests were from a long-established and very strong local, the Dearborn Federation of Teachers, Local 681. The Dearborn Federation sent a group of vigorous, articulate teachers to talk to the college students. These union members could point to a long record of achievements. They spoke of many practical matters that students who plan to teach seldom hear about in their college classrooms: salaries, tenure, retirement, bargaining with school boards, union relationships with administrators, political activities, and methods which teachers' unions have of improving teaching conditions and raising academic standards. They attacked energetically some of the false notions some people have about teachers' unions. To counter the charge that unions are unprofessional and concerned only with mercenary matters, they cited the scholarships their local grants annually to deserving students, their successful efforts to keep class enrollments low, their program for helping new teachers to become good teachers, and their insistence that the teacher has a right to be treated like a free citizen of the community.

Most important of all, these alert and intelligent teachers were living evidence of the intimate relationship between good salaries and teaching conditions and high academic standards. Through the constant efforts of the Dearborn Federation of Teachers, the Dearborn Public School system now offers one of the best salary schedules for teachers in the nation. The Dearborn schools therefore have many applicants for positions and can choose the best-qualified teachers from this group. It need hardly be added that well-qualified teachers raise the academic level of a school.

The students invited to these meetings appeared to appreciate the opportunity to get advice from their future colleagues. In the dis-

cussion period they asked questions with an eagerness that revealed how concerned they are about their coming professional life. A college administrator present expressed his desire to make such a meeting with AFT members a part of a required series of meetings on the teaching profession for all practice teachers at MSNC in the future. Everyone concerned expressed satisfaction with this cooperative effort between a public school local and a college local. The students received some much-needed practical advice. The public school teachers had a chance to do some missionary work for a cause near to their hearts. And the college teachers were able to fill in a serious gap in their students' education.

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**Mail application (by May 10, 1953) to**  
**Miss Layle Lane**  
**226 W. 150th Street, 2J**  
**New York 39, N.Y.**

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**APPLICATION FOR SCHOLARSHIP FOR A.F.T. WORKSHOP**  
**awarded by Committee for Democratic Human Relations**

The American Federation of Teachers has made available a scholarship of \$100.00 to cover the costs of tuition and living expenses of an AFT member attending the AFT Workshop at Madison, Wisconsin.

This scholarship is awarded in the hope that it will aid the recipient in strengthening the practice of democratic human relations within his or her local and its community. It is also hoped to facilitate the development of favorable public opinion regarding labor unions and their aims. Preference will be given a candidate living in an area where acceptance of democratic human relations such as lack of bias based on social, racial, religious, or economic factors seems difficult to attain.

Name.....

Address.....

Present teaching position.....

Professional affiliations.....

Labor affiliations.....

Community activities.....

Remarks (may be a statement of reasons for application).....

# AFT Vacation Workshop Offers Stimulating Study and Recreation

THE TENTH annual AFT Summer Workshop, at the University of Wisconsin's School for Workers, will be held this year from June 28 through July 10. It is hoped that by setting the workshop at the close of most school terms, there will be less interference with other vacation plans. Besides, Madison is loveliest in early summer.

Those attending the workshop will reside in the new Men's Residence Halls over the "Hill" on the edge of Lake Mendota. Here there are spacious lounging rooms and quiet conference rooms. Here, too, meals will be served under the supervision of University authorities. Classes will be held in University buildings nearby. Unlimited parking space is available immediately adjacent to the Residence Halls.

For outdoor enthusiasts there are elm-shaded lawns, tennis courts, and baseball diamonds, literally in the back yard. A stone's throw away is a shallow sandy beach for children,

timid swimmers, and sun bathers. Experienced swimmers use the docks. Boats of all kinds are available for a small fee. A five-minute walk to the top of Observatory Hill gives one a full view of sunsets over Picnic Point.

Courses will include the philosophy of the labor movement and the current scene in labor. Consultants will offer their assistance in fields of special interest to AFT members. There will also be ample opportunity for open discussion of AFT problems. The May issue of *THE AMERICAN TEACHER* will give the complete program with class schedules.

The total cost for the two-week period will be \$88.50. This figure covers tuition, lodging from June 28 through July 10, and meals beginning with breakfast on June 29 and ending with breakfast on Saturday morning, July 11. The AFT Executive Council members in charge of the workshop are: Arthur Symond, chairman, Mrs. Jessie Baxter, and William Swan.



*A view of one of the attractive new Residence Halls where those attending the Tenth Annual AFT Summer Workshop will live. Tennis courts and a bathing beach adjoin the grounds.*

# "There Are Two Wars in Korea"

By DR. CHARLES R. JOY

MOST of the people of South Korea will go to bed hungry tonight. Many will not go to bed at all—unless you can call a heap of rags on the sidewalk or a straw mat in some alley a bed.

Among these homeless will be thousands of young children. The orphanages cannot take them in; there is no other shelter for them. They wander about until they die, frozen and starving—little children who lost their universe when they lost their parents.

#### **Half the population are dependent on relief**

Those are some of the grim facts of the human tragedy war has wrought in Korea. You want figures? An estimated 5 million people have been killed or injured since the communists crossed into South Korea on June 25, 1950—more casualties than America has suffered in all the wars in which it has ever been engaged—and the end is not yet. Property destruction to date is figured at \$3 billion, and the end is not yet. Half the population, some 10 million persons, are dependent on relief because they are refugees who have lost their homes and lands, or because the frightful inflation and economic collapse have destroyed their ability to support themselves.

There are no figures, though, to measure the unspeakable misery that exists everywhere. The free world is spending some \$5 billion a

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*Noted author, journalist and lecturer, the writer of this article has been in Korea for the past year as Mission Chief for CARE, the non-profit overseas aid service. Recently he returned to CARE headquarters, 20 Broad Street, New York City, for consultation on increasing U.S. help for the Korean people through the food and textile packages Americans can send through any CARE office. Because of his job, Dr. Joy was able to travel widely in South Korea. Here is his first-hand report.*

year to fight aggression in Korea. But too many of us forget that there are two wars there, not one. And for that second war—the war against human misery—we are spending far too little.

Total relief aid contributed through both governmental and private voluntary agencies is tragically inadequate for the enormous need in this stricken land, where 2,500,000 refugees wait in vain for a chance to return to their old homes; where 3,500,000 war sufferers who have lost their houses, or their limbs, or the husbands and sons who were their mainstay, wonder if the future holds any hope for them; where an additional 4,000,000 people have been plunged into wretched poverty.

The superintendent of the Taegu City Children's Home is a woman who loves children, though she has none of her own. She has over 60 youngsters at the home. Yet every morning she goes to the orphanage gate and listens for a baby's cry, for often in the night some poor mother leaves her infant on the steps. She said to me: "I cannot close the gate on these little ones, and somehow I have always found a way to provide for them."

#### **We can help with CARE packages**

On every doorstep in America some Korean baby waits, abandoned and forgotten because of this cruel war. We cannot shut our eyes and our ears and expect that baby to disappear. It waits, as Korea waits, to see whether the gate to our hearts will be opened.

We can answer the plea, if we will. Said my friend of the Taegu home: "I could not take the babies in if it were not for the CARE packages I have received so often." The food, the blankets, the fabrics for warm clothes that the people of America send in CARE packages will open the doors of life and affection for the little Korean children who cry out there in the cold.

*RIGHT: On an icy February day, this frozen, ragged urchin was standing in the streets of Seoul while the cold winds and snow swirled about him. There are many such homeless children wandering about—their parents either dead or missing. Their only food and clothing come from friendly GIs who give them parts of their rations and wornout uniforms.*

UNITED PRESS PHOTOS

*BELLOW: When members of the 40th U.S. Division realized that the Korean children in their sector had pitifully inadequate educational facilities, they organized a drive among themselves to collect funds to build a school. With a goal of \$10,000 set for the project, they collected more than \$15,000. Within three months a 313-foot building with ten good-sized classrooms was constructed, and by extensive appeals for additional funds—for equipment, teachers, medical staff, and materials—the troops finally achieved their goal of creating the type of educational facilities that the unfortunate youngsters ought to have. The photograph below shows one of the boys of the school eating lunch, which he brought in an old GI mess kit, while the teacher assists his deskmate with his English reading lesson.*



**NOTE:** Orders for CARE packages or contributions in any amount for Korea, may be sent to A.F. of L. Representative, CARE, 20 Broad Street, New York 5, N.Y.  
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# AFT Action on Communism

(Continued from page 2)

3. Government-controlled and dictated press and radio, and the denial of free speech and free public assembly;

4. The repudiation and denial of civil liberties, and refusal to hold fair trials, the use of violence, secret police, bureaus of propaganda, concentration camps and firing squads;

5. The suppression or extermination of free trade unions;

6. One-party rule where the people do not have free choice, but while forced to vote, are given opportunity to vote for but one side, party, etc.;

**BE IT FURTHER RESOLVED**, That we support "government of the people, by the people, and for the people," and will work that such government "shall not perish from the earth," while we unequivocally condemn and utterly oppose all dictatorships, whether of Nazi, Fascist, or Communist origin, whether in Germany, Italy, or Russia, and the transplanting or practice of their ideas and their methods within the confines of our country or our profession; and

**BE IT FURTHER RESOLVED**, That these resolutions be given wide and immediate publicity.

## Three locals expelled

An even more significant step was taken in May 1941, when by referendum vote of all the membership, the charters of three locals were revoked on the ground that their activities had been inimical to the best interests of American democracy. One of the locals thus expelled was the New York Teachers Union, which was recently charged, in a Congressional investigation, with being Communist-controlled. Dr. Bella Dodd, who made this charge, was a member of the New York Teachers Union at the time of its expulsion from the AFT.

Because this New York group still retains the name of "New York Teachers Union," and because the AFT is generally thought of as the teachers' union in the United States, many people mistakenly believe that the New York Teachers Union is affiliated with the AFT. The AFT affiliate in New York City, however, is the New York Teachers Guild, AFT Local 2.

In the 1941 convention of the AFT, the referendum vote to expel the New York Teachers Union and the other two locals was upheld by the vote of the convention delegates.

A further clarification of the AFT attitude toward Communism was made in the 1942 convention, which amended the AFT constitution by adding a clause to the effect that "no appli-

cant whose political actions are subject to totalitarian control such as Fascist, Nazi, or Communist, shall be admitted to membership."

## 1952 convention clarifies AFT position

The most recent AFT convention, held in August 1952, adopted the following resolution, setting forth quite clearly the position of the organization:

WHEREAS, The American Federation of Teachers, which by its constitution bars from membership Communists, Fascists, and others "subject to totalitarian control," cannot logically insist that Boards of Education employ or retain such persons as teachers in the public schools; and

WHEREAS, The United States Supreme Court in upholding the conviction of eleven Communist leaders has ruled that "the Party (Communist) rejects the basic premise of our political system that change is to be brought about by non-violent constitutional process";\* and

WHEREAS, The same authority held "that the Party (Communist) advocates the theory that there is a duty and necessity to overthrow the Government by force and violence . . ."; and

WHEREAS, The American Federation of Teachers respects and recognizes as legitimate the concern of parents with the influences exerted by teachers on their children and necessarily holds the welfare of the group preponderant over the individual's; and

WHEREAS, It is essential, particularly in these times of international tension and ideological confusion, to instill in our youth the attitudes of truth-seeking and the ideals of democracy; and

WHEREAS, Communists and other totalitarians are committed to a practice and to an ideology that are inherently inconsistent with the afore-mentioned attitudes of truth-seeking and ideals of democracy; and

WHEREAS, An AFT local confronted with a decision involving the equities of an individual teacher vs. parents and community, needs the guidance of an unequivocal statement of AFT national policy; therefore be it

**RESOLVED**, That the AFT and/or its locals does not undertake to defend a teacher whose membership in the AFT is, or would be, in violation of Section 11 of Article III of the Constitution of the AFT; and be it further

**RESOLVED**, That all locals of the AFT shall further the use of the democratic principle which entitles every citizen to a fair trial through due process of law, keeping in mind the tradition, long cherished in free countries, that the accused is assumed to be innocent until proven guilty; and be it further

\*Justice Frankfurter, *Dennis v. United States*, decided June 4, 1951.

**RESOLVED**, That it is the duty of any local to see that a teacher accused of being a member of the Communist Party or any other totalitarian organization has every opportunity to clear himself of the charge; and be it finally

**RESOLVED**, That all AFT locals be informed of this definition of national policy and instructed to consult with the area vice-president and the National Office in respect to defending any teacher accused of being a member of the Communist Party or any other totalitarian organization.

The history of the AFT, therefore, demon-

strates plainly that it was one of the first organizations in the United States to understand the dangers and techniques of Communism, and to take positive action to oppose it. It is this kind of action, carried on by the groups in which Communists attempt to gain power—rather than unsupported charges or investigations using unfair and undemocratic procedures—that has proved most effective in preventing Communists from gaining any appreciable influence among American teachers.

## Getting Married

By ROBERT ROTHMAN, Local 231, Detroit

**P**OPOLIS, a Midwestern city caught up between a river and a lake, is not only the umphth largest city in the United States, but the umpteenth largest city in the world. This, as any Chamber of Commerce (especially that of Popolis) can tell you, makes everything that happens in it very important.

The rising young reporter was in his girl-friend's living room waiting for her to get "fixed up" for their date. During days she was marking time as a school teacher, and most evenings he was marking time waiting for her to get ready for whatever they were getting ready for.

The reporter had exhausted his somewhat limited range of reflection. He had come to the conclusion that if he could get a ten-buck raise, they could be married. From that terminal point of thought there seemed no place else to go, so, unaccustomed though he was to printed work dissociated from a newspaper, he impatiently picked up and glanced through the glossy educational journal to which his girl had felt obliged to subscribe whether she read it or not.

Suddenly the reporter's eyes gleamed. Educational journal or not, here he had discovered food for that daily press ingestion—the makings of a feature story. On page 27 were listed the ten largest cities of the United States together with their average seventh grade score in spelling; and lo, Popolis led not the rest. It was tenth in the list, exactly .00037 behind Cleveland and Detroit, which were tied for eighth and ninth place. "By Gosh!" he exulted, "here is a feature story. Like I have always thought, our

schools are not teaching the kids even the three R's. Everyone on the Board of Education will get on their toes when they read the feature I can make of this. That ought to be good for the raise I'm after."

It was in the next day's daily press (seventh largest in circulation, third in want ads in the whole U.S.) that the disgrace of the schools was exposed to the public eye under a three-column italic head on page four.

In the weeks that followed, the educational system of Popolis was in frantic chaos. There were special meetings of the Board of Education, special editorials in all the papers, and a special pamphlet from some fellow on the West Coast. The blot of .00037 must be removed from the umphth largest city's escutcheon.

No one asked what the children had learned that might be more important than spelling. No one wondered whether by the time they reached the ninth grade they might not spell .0742, say, better not only than Cleveland and Detroit but—who knows?—even Boston. All seventh grade English courses were revised by special edict of the superintendent so that 37 of their 40 weeks should be devoted entirely to spelling. An emergency fund of \$50,000 for new textbooks was appropriated by the Board to implement this new objective.

Only an occasional impractical philosopher dared ask, "Who runs the school system of Popolis?" The answer? "A reporter looking for a ten-buck raise in order to get married."

After all, you wouldn't want a nice-looking teacher to stay single all her life, would you?

*There is only one man in the world  
And his name is all men.*

*There is only one woman in the world  
And her name is all women.*

*Excerpt from a poem by CARL SANDBURG given to guests at his 75th birthday celebration.*

*There is only one child in the world  
And his name is all children.*

*There is only one Maker in the world  
And His children cover the earth  
And they are named all God's children.*

# THE Human Relations Front

by Layle Lane

*Chairman of the Committee on Democratic Human Relations*



## DEBITS —

The national council of Phi Delta Theta has suspended its chapter at Williams College because the chapter planned to take into the fraternity a Jewish student. The constitution of Phi Delta Theta contains a clause restricting membership to "men of white and full Aryan blood." The suspension will remain in effect until the next biennial convention of the fraternity reviews the action or revises its constitution.

When a letter in the *Observer* of Waterloo, N.Y., revealed that Negroes in the area often had to travel as much as 40 miles to Syracuse to obtain a haircut, the barbers in Waterloo admitted that "it had been an unwritten law for many years here and in nearby communities to limit trade to white customers."

*Up Your Alley*, written by Lazelle Alway and published by the National Child Labor Committee, reveals the undesirable working conditions of boys employed as pin setters in the nation's bowling alleys. The pamphlet shows that the job involves not only violations of child labor and school attendance laws, but also those relating to the sale of liquor and maintenance of fair employment conditions.

The National Committee reports also that from May to December 1952, there were 62 accidents to farm children, 24 to children under 14 years of age.

Four chiefs of the Yakima Tribe of Oregon appealed to "Christians throughout the land to support their effort to save Celilo Falls on the Columbia River." The falls, which for centuries have been an Indian shrine and fishing place, will be destroyed if the federal government builds the Dalles Dam in the place where it now plans to build it. The treaty of 1855 between the U.S. and the Yakimas gave the Yakimas and other tribes the Celilo Falls "for all time." Though the dam could be located elsewhere, the Department of the Interior "upholds the government's right to build the dam" as planned.

## CREDITS +

Highlander Folk School, of Monteagle, Tenn., is celebrating its twenty-first year of operation by a series of joint AFL, CIO, and independent union schools. It maintains these union schools for the development of union leadership, but it also serves a rural community through its farm program, a nursery school, a sewing cooperative, a weekly paper, and recreation programs. A young missionary and his wife who spent some time at the school wrote from India: "I am sure they (the Hindus) will be heartened, as I have been, to know that here is a place that has not surrendered to prejudice and has maintained itself in the very heart of the South."

Officials in Phoenix, Ariz., found that the cost of educating on a segregated basis was excessive. They therefore abolished the Negro high school and all pupils now attend the Union High School. Both in New Mexico and in Arizona, similar steps have been taken in many communities. In New Jersey, nine counties which integrated their schools a few years ago did not lose Negro teachers, as some had feared. Instead, there are now 425 teachers, whereas in 1946 there were 415.

Representative Richard Caples of Boston asked the Massachusetts legislature to "applaud" the Williams College chapter of Phi Delta Theta for refusing to renounce their pledged member, a Jewish student. The Representatives filed a resolution which would have the legislature condemn the action of the national fraternity in suspending the Williams College chapter.

UNESCO has secured the services of outstanding scientists in the preparation of its series of eight booklets on race. The latest one, *What is Race?*, summarizes the findings of three of the previous booklets in clever illustrations and simply written scientific information. The booklets may be secured very reasonably from the Columbia University Press, New York.



## LABOR NOTES

### Child labor laws endangered

The Texas Farm Bureau already has formulated its program at a Bureau-sponsored farm labor conference in San Antonio. Here are some of the things they went on record for:

1. Repeal of Federal child labor regulations, which are "depriving us of 60 per cent of our native labor," according to the complaint of one delegate. That shows to what extent the cotton ranches of Texas have depended on child workers.

Because of the Federal law, he said, "leaders of labor crews" are refusing to haul families with children under 16 to the cotton fields.

2. Amendment of the school laws, which bar youngsters from working on farms when schools are in session. In other words, education should not be permitted to interfere with profits.

### ILG Union adopts war orphans

Two war orphans were "adopted" by Boston's joint board of the International Ladies Garment Workers in ceremonies attended by leading representatives of unions, including Henry Brides, president of the Massachusetts Federation of Labor. Support and encouragement for the children by garment workers was arranged through the Child Adoption Service of the Jewish Labor Committee.

Loredana Bennicosa, 10, lost her parents when they were captured and shot by Fascists while fighting with Partisan forces in Italy. She lives in Milan, where she was born. Albert London, 14, of Paris was saved from death by being hidden on a friend's farm. His parents were taken to a concentration camp by the Nazis and killed.

### West Coast Labor goes to school

The spring session of the Labor-Management School of the University of San Francisco met from Feb. 18 to April 8.

At its 10th graduation exercises, 70 representatives of labor and management were awarded certificates for having completed the eight-week course.

### Women recognized in new field

In a study of women in the transportation industries, the Defense Transport Administration says that it has arrived at the "inescapable conclusion" that women have "already demonstrated their ability to assume numerous jobs in the DTA industries and to fill them adequately."

The DTA urges that in view of the great number of additional workers that it estimates will be needed by the end of 1953, employers in the industries plan on the employment and training of women on an extended scale.

Outlining the large scale employment of women by the railroads in World War II, the DTA notes that many unusual jobs were taken over by women—jobs usually filled by men. For example, there were women car distributors, women supervisors of contracts, women crew dispatchers, women executive clerks, women commission agents, women tariff compilers. Women also served as chief blueprinters, as crew callers,

as draftsmen in the signal and engineering departments.

And that was not all. Women went to work as track laborers, as yard clerks, as messengers, as baggage handlers, as shop material handlers, as crane operators. In a few cases, they also operated steam hammers, and worked as crossing flagmen or drawbridge tenders.

### Harvard offers union training course

The Spring Session of the Harvard University Trade Union Program opened Feb. 23 and will end May 22. The purpose of the program is to provide training for executive responsibility and to help union officers play more useful and important roles in the labor movement.

The course gives a union man 13 weeks of study of actual policy questions and decisions which confront union leaders, such as organizing activities, negotiation and administration of agreements, presentation of problems to government agencies and arbitrators, and the union's responsibilities and relationships to the community.

### First Labor daily newspaper to increase coverage

Plans are underway to increase the number of pages and circulation of *Labor's Daily*, the first labor daily newspaper published in the United States. The paper, which now consists of eight pages and is printed and mailed Tuesdays through Saturdays from Charleston, W.Va., is sponsored and financed by the 100-year-old International Typographical Union, AFL.

*Labor's Daily* seeks to report truthfully and accurately the news of interest to working people. Labor's side of important events of the day, world, national, state, and local, is presented along with editorials, cartoons, comics, and family features.

The American Federation of Labor has endorsed the newspaper. Anyone wishing to subscribe can use the subscription blank below.

Date ..... 19.....

CIRCULATION DEPT.: Please enter my subscription to *Labor's Daily* for the period checked below:

NAME (Please Print): .....

ADDRESS (Write Plainly): .....

CITY ..... ZONE ..... STATE .....

I Year  \$8.00 ■ 6 Mos.  \$5.00 ■ 1 Mo.  \$1.00

(If you live in West Virginia, please add 2% for Sales Tax)

## Labor in Israel

The structure of Histadrut, the principal labor movement in Israel, differs considerably from that of the American trade union movement.

A new member does not join a specific trade union but the Histadrut as a whole; only then does he automatically become a member of a local and national trade union.

The member pays his dues to the Histadrut, not to his union. The reason for this overall priority of the general federation is that Israel is a country of mass immigration and the labor movement wishes to keep its doors open to all the newcomers.

Histadrut has set up local Labor Councils (corresponding to our City-Councils) which handle all the affairs of the workers in a given locality and have jurisdiction over the local unions.

The trade union activities are only one of the functions of Histadrut. Israeli labor is deeply interested and therefore active in the field of social

security, constructive economic enterprises, culture, vocational training, education, and other fields.

The pure trade union matters are handled on three levels: local, through the local union which operates under the local labor council; national, through one of the 23 existing national trade unions; and the overall level, dealing with such matters as wage policy, laid down by the Trade Union Department operating under the Executive Committee.

Officers are elected by direct, secret ballot of the individual workers. Candidates are put forward by various parties within the federation, and chosen on the basis of proportional representation. The General Convention is convoked every four years.

The Convention elects the General Council, which in turn elects the Executive Committee. This body then names its Executive Bureau and General Secretary, who are responsible for the daily conduct of business.

## Train union leaders by correspondence

Unions now can bring an education program into the homes of their members training for leadership in their locals.

The University of Chicago now offers a series of correspondence courses on union administration, grievance procedure, and development of union education programs.

Another series includes community activities, civil liberties for union members, and labor's stake in world affairs.

Local union leaders may enroll for the correspondence courses at any time. They will receive individual, personal attention from instructors and may work as rapidly or slowly as they like.

Tuition ranges from \$10 to \$15 for each course, including study materials and instruction for a year.

Further information about the courses and details of registration may be obtained from the Home-Study Department, University of Chicago, 1375 E. 60th Street, Chicago.

## News of captive labor

(Compiled from satellite newspaper dispatches, monitored Iron Curtain broadcasts and refugee reports reaching the National Committee for a Free Europe)

Communist authorities in Bulgaria have adopted a startling new medical theory—that tuberculosis can be cured by work! Following the example of Soviet Russia, special night sanatoriums reportedly will be built for victims of T.B. who are forced to work during the day.

\* \* \*

Polish workers are subjected to increasingly violent propaganda attacks against American trade union officials. One Communist newspaper recently branded CIO president Walter Reuther "a notorious reactionary known to be the favorite of big capitalists." Another describes A.F. of L.'s Irving Brown as "an American trade union gangster skilled in spying, murder and subversive activity."

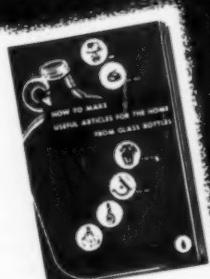
\* \* \*

Not content with individual punishment for individual misdeeds, the Hungarian regime has now turned to mass deportation of Social Democratic industrial workers to remote farm communities. Reason: these non-Communist workers are being held responsible for slowdowns, absenteeism, sabotage of machinery, faking of production figures and other failures in the regime's economy.

\* \* \*

Albanian tannery workers at Korce have initiated a campaign to improve efficient use of machinery. First step in the program, according to a Communist official, will be for employees to come to work 30 minutes earlier.

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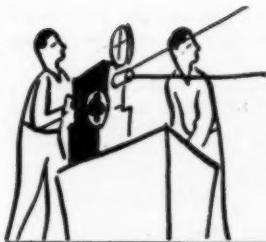
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## BOOKS AND TEACHING AIDS



### **Educational practices in selected schools**

SCHOOLS AT WORK IN 48 STATES. A report coordinated by HELEN K. MACKINTOSH. Office of Education Bulletin 1952, No. 13. U.S. Government Printing Office, Washington 25, D.C. 138 pp. 35 cents.

*Schools at Work in 48 States* is a record of a co-operative study made over a period of 2½ years by nine staff members of the elementary section of the Office of Education. The material was gathered through visits to classrooms and interviews, through study of school bulletins and handbooks, and by examining examples of children's work, to mention some of the methods. At least one school system in every state was visited.

The report states that "material is not necessarily included because it is new. . . . Procedures described are not intended to be copied." Practices are described because they meet the needs of pupils and teachers in a specific local situation and will give a picture of what is happening in education in certain schools of the United States.

The contents are divided into four sections: Teachers at Work; Pupils at Work; The School Program; and School and Community Work Together. Many topics of importance to teachers are included. Among these are such things as the revision of report cards, orientation of new teachers, problems of teen-age clubs, and a wide variety of other topics.

No formula for the solution of any problem is offered in the bulletin, but the general conclusion is that the best results are associated "with the use of the democratic process at all levels of activity."

### **A story to develop positive intercultural attitudes**

A PRESENT FROM ROSITA. By CELESTE EDELL. Julian Messner, New York, N.Y. 1952. 179 pp. \$2.75.

Teachers who are looking for reading material to develop positive intercultural attitudes by means of an absorbing story will find that this book, illustrated by Elton Fax, provides excellent material for classroom and supplementary reading.

It tells the story of twelve-year-old Rosita and her family, who leave the warm suns of Puerto Rico to live in New York, where Pablo, the eldest, has a position in a band. Her beautiful dark-eyed Mama is sad at leaving her native land, but Rosita looks forward

with eagerness to her new life. She wonders how she will get along in school. Will the children like her or will they laugh at her different clothes and funny English? Above all, she is concerned with her little brother, Victor, so well meaning but high spirited and mischievous.

How Rosita makes a place for herself in the hearts of her classmates and teachers and how she gets a much-needed costume for her best friend is a story of charm and understanding.

For American born children, new insights and sympathies are stimulated by the authentic portrayal of Puerto Rican life and by the highlighting of their many talents and warm family relationships. For our Puerto Rican children, it provides a highly satisfying story with familiar background told in a simple but vivid English.

The author, Celeste Edell, has been teaching Puerto Rican children for years in a New York school and obviously writes with an intimate knowledge of and affection for them and their families. While the book is intended for the eight- to thirteen-year age group, it can also be used effectively with older children.

BEATRICE SCHAFF, Local 2, New York, N.Y.

### **An inspiring book on Denmark's tradition of democracy**

LIVING DEMOCRACY IN DENMARK. By PETER MANNICHE. G. E. C. Gad, Copenhagen, Denmark. 1952. 200 pp. \$3.00.

What is behind the Denmark the tourist sees? What is the background of the clean, light, attractive workers' dwellings in Copenhagen; the comfortable, roomy, pleasant Old Peoples' Home in Elsinore; the accident, unemployment, sickness, invalidity, and old age insurance programs which permit Danish life to be lived without constant threat of destitution; and pervading these evidences of beneficial social legislation, the free and interested exchange of ideas, critical, admiring, and suggestive of further reforms?

The answer can be found in Peter Manniche's book, which leaves no doubt that Denmark, standing as it does upon a sound educational system, a state system of expert advice offered at research institutes in agriculture, and the commercial ventures in cooperative buying, selling, and credit, affords an excellent pattern for other democratic countries. The realization of the effects of a program like this in the underdeveloped areas of the world is pleasantly staggering to the imagination.

Of particular interest to the teacher is the sound educational basis upon which this small country's progress has been made. Nicolai Grundtvig's idea for the folk high school was, without doubt, the great instigator for the adult education which has played so prominent a part in Danish life from the mid-nineteenth century on. In Grundtvig's time, the only agency existing for adult education was the University, training particularly officials. The great democrat Grundtvig maintained that further education must be offered for the many people who did not want to or could not become officials "but who had to feed themselves as well as the officials." The folk high school, Mr. Manniche reminds us often, was to train "for life, not for gaining a living," and consequently gives no examinations and offers no degrees.

The early folk high schools drew their student body largely from farmers in the adjacent areas. The schools' efforts, then as now, were directed partly toward freshening the students' knowledge of language, arithmetic, and writing, and partly toward learning more efficient ways of running their farms. Mr. Manniche follows the folk high school movement into the cities among the workers, where the aim was essentially the same, although such courses as Trade Unionism, Labor Problems, and the like were emphasized. The more than 200,000 ex-students of folk high schools realize "the great influence the schools have had upon the economic, social and cultural development of Denmark," and these attitudes cannot but help mold social legislation which ultimately benefits all.

Folk high schools receive their major financial support from the State. Very substantial grants from the State to students and to teachers' salaries are made, but significantly, the State no longer contributes to the salaries of the principals, who are allowed full freedom in forming their own curricula and selecting their own teachers. Teachers may carry over their seniority from one folk high school to another, and from a folk high school to a position in the State school. Thus the securing of well-qualified teachers is facilitated, and teachers are less dependent upon their principals. The State makes no regulations whatsoever as to subjects taught. Mr. Manniche sums up the folk high school teaching in actual practice under three heads: (1) "The teaching should satisfy the desire of the students for the useful knowledge which everybody needs." (2) The teaching should not be confined "to meeting momentary interests and everyday demands" but must arouse new interests and widen students' horizons. (3) The teaching must "give a general orientation" which will make the student aware of conditions in his own country and in the world, that he may appraise "different forms of culture, social systems, and philosophies of life."

The International Peoples College, of which Peter Manniche was a founder and is presently principal, was established as an international folk high school to help "create international fellowship and educate for international democracy." Winter and summer courses provide opportunity for exchange of ideas, facts, and opinions on an international basis and for students at all levels of educational experience. Interestingly, this venture is mainly financed by the Danish

State. Special courses for teachers and youth leaders help establish the spirit of the folk high school in other countries.

All in all, *Living Democracy in Denmark* provides a challenging and inspiring glimpse into a land whose democratic tradition can provide us all with much food for thought.

MARTHA JANE LYON, Local 540, Rockford, Ill.

### ***Life Adjustment Booklets***

Among the recent publications of Science Research Associates, 57 W. Grand Avenue, Chicago 10, Ill., are the following, priced at 40 cents each, with quantity rates upon request:

BUILDING YOUR PHILOSOPHY OF LIFE. By T. V. SMITH. 48 pp.

YOU AND THE DRAFT. By WILLIAM S. VINCENT and JAMES E. RUSSELL. 48 pp.

UNDERSTANDING POLITICS. By ROBERT E. MERRIAM and JOHN W. BETHEA. 48 pp.

POLITICS FOR BOYS AND GIRLS. By ROBERT E. MERRIAM. 40 pp. This booklet, as well as the two mentioned below, belong to the Junior Life Adjustment Series, designed for boys and girls in the upper elementary grades and junior high school. (The three booklets mentioned above are for students in senior high school.)

YOUR SAFETY HANDBOOK. By NED H. DEARBORN and BILL ANDREWS. 40 pp.

YOUR HEALTH HANDBOOK. By JULIUS B. RICHMOND, M.D. 40 pp.

### ***An aid to the American traveling in Europe***

KEY TO EUROPE. By CHARLES R. JACOBS and BEN JAFFE. Jaffe Publications, 634 N. San Vincente Blvd., Los Angeles 46, California. 1953. 164 pp. Cloth \$2.

This guide to Great Britain, Ireland, and Western Europe is an unusually good one for Americans facing the array of problems presented by a European tour. Passport and visa regulations, what to take with you, and customs regulations are concisely presented. Useful information is offered concerning tipping, shopping, what and where to eat, sightseeing facilities, hotels, and entertainment, as well as currency. There is also a list of French, German, and Italian words and phrases with phonetic pronunciations. In all, seventeen subjects and 1001 tips about eleven countries unravel the mystery of European travel.

*Key to Europe* is also available through travel agents in a paper bound edition for \$1.25.

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### ***A list of labor films***

In our February issue we mentioned *Films for Labor*, a booklet published by the Workers Education Bureau, American Federation of Labor. The Bureau has now moved to new headquarters, at 1525 H. Street, N.W., Washington 5, D.C. The price of the 29-page booklet is 25 cents.

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# news from the LOCALS

## Local contributes to unusual project

**684** HIGHLAND PARK, MICH.—The Highland Federation of Teachers donated part of the funds from its annual benefit party to a worthy and rather unusual project—a toy library. The library was started as a PTA activity, but it has proved so popular that aid from other groups is needed.

The toy library is a small scale Santa Claus workshop. It includes games, paints, dolls, skates and any other toy that is easily portable. Over 200 boys and girls in grades 1A through 7 come in after 3 o'clock on Thursday and make a selection of a toy to be taken home until the following Tuesday morning. A librarian stamps the card of the borrower and clears the card when the toy is returned. Of course, toys wear out, but each one is checked upon its return to see that no undue damage has been done and no parts are missing.

In spite of valiant efforts by the shop and woodwork classes, toys finally must be discarded. However, this excellent project not only provides hours of pleasure for the children, but also gives valuable training in responsibility and consideration.

## Classroom Teachers hear Mary Wheeler

**571** WEST SUBURBS, ILL.—AFT Vice-President Mary Wheeler spoke at a Congress of Classroom Teachers sponsored by Northern Illinois State Normal, DeKalb, on March 4. More than a thousand teachers attended.

## Detroit suggests buffet dinner to bring members together

**231** DETROIT, MICH.—One of the vexing problems facing a conscientious Building Representative is that of getting the teachers in a building together for a meeting. The differences in high school schedules make it almost impossible in some schools. But the problem affects elementaries and intermediates, too.

One solution is having an afternoon tea at the home of someone who lives not too far from school. Another is what Central did December 3. We had a buffet dinner meeting, with the gals doing the cooking and the boys doing the heavy work—bringing the bridge tables.

We found the sociable type of

meeting a wonderful opportunity to get acquainted and exchange ideas—something almost impossible in a large school. Our talk was important, too, because it's the Building Representative's job to relay to the Federation the suggestions and ideas which the members have.

Our social evening was especially profitable because we had the administration right there to hear . . . You see, our new principal, Miss Bertha Robinson, who has been a good Federation member for many years, was the guest of honor.

Try a social affair. It's fun!

*The Detroit Teacher*

## New York Guild seeks social security for employees not under retirement plan

**2** NEW YORK, N.Y.—The fight made by the New York Teachers Guild for social security for substitute teachers has at last borne fruit. At a recent meeting the board of education adopted a resolution supporting such legislation.

This is an initial victory in the campaign which will now be continued by seeking the necessary legislation in Albany.

The newly formed Adult Teachers Division of the New York Teachers

Guild is also campaigning to secure social security benefits. They are introducing legislation which will permit coverage for all board of education employees not covered by any retirement system.

## Drage wins labor post

**238** MINNEAPOLIS, MINN.—J. Selmer Drage, an active member of Local 238, has been elected vice-president of the Minneapolis Central Labor Union.

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### Milwaukee local marks 20 years of progress

**252 MILWAUKEE, WIS.**—Members and friends of the Milwaukee Teachers Union, Local 252, honored the charter members of the local at a gala 20th Anniversary Dinner on March 5.

This celebration recalled the beginnings of the local during the dark days of depression, when 74 Milwaukee teachers signed the application for a charter in the American Federation of Teachers. The charter for Local 252, incidentally, bears the historic date of March 4, 1933.

Charter members and past officers were called upon to take a bow. A printed souvenir program recalled the twenty-year record of achievement of one of the AFT's most aggressive and successful locals.

Included among the guests of honor were members of the Milwaukee Board of School Directors, officers of the Wisconsin State Federation of Labor and the Milwaukee Federated Trades Council, the mayor of Milwaukee, top school administrators, officers of the Wisconsin Federation of Teachers, and officers of nearby AFT locals.

### Anchorage receives charter from Secretary-Treasurer Kuenzli; 50% of teachers have already joined 1175

**1175 ANCHORAGE, ALASKA.**—A strong new local of the AFT has been organized in Anchorage, Alaska. At a charter presentation meeting on February 18 attended by more than 100 teachers, Secretary-treasurer Kuenzli presented the charter to the new local.

Approximately one half of the teachers of the city have already

### Eau Claire greets French Labor Union team

**917 EAU CLAIRE, WIS.**—On February 8, AFT Local 917, Wisconsin State College in Eau Claire, greeted fourteen members of a French Labor Union Action Team and their interpreters at a coffee hour in Memorial Hall. The French Labor Union Action Team, which is under the auspices of the Mutual Security Agency, came to Eau Claire for a week's stay from St. Paul, Minnesota.

On February 11, the team members were guests of the Eau Claire Public School Federation, Local 696. Leo Smith, president of the local, took them on a tour of elementary school buildings in the city and entertained them at lunch at one of the

school cafeterias. In the afternoon, the team members were guests of the college local, Local 917. They were conducted on a tour of campus buildings and spent some time discussing labor's relation to the problems of education in this country.

Members of the team included a French radio engineer, a technical cement worker, a school teacher, an engineer from an automobile factory, a line inspector for the Paris bus and street car lines, an engineer on a railroad, a journalist, a secretary of a textile workers union, and many others.

### Megel speaks in Seattle

**200 SEATTLE, WASH.**—At the March dinner meeting of the Seattle Teachers Union, James A. Duncan, president of the school board, introduced AFT President Carl J. Megel to an enthusiastic audience. Mr. Megel outlined a four-point program to provide adequate financial support for schools. He said this would require more local support for the schools, re-evaluation of the state distributive funds, support of federal aid to education, and support of legislation which would give schools the income from offshore oil royalties.

### Busy teacher rates Life

**1084 HILLSBORO CO., FLA.**—Mrs. Grace Sullivan, a teacher in the Twin Lakes school, appeared in the pages of *Life* magazine on January 5, 1953. She was selected to illustrate an article on working wives. Mrs. Sullivan is not only a teacher and a wife, but she is the mother of two boys aged 5 and 7. And most important, her busy days leave time for interest in the activities of Local 1084, of which she is a member.

salary problem. Living expenses are estimated at 40% higher than in the United States.

Anchorage is a "boom city" at the present time and has had a 31% increase in population during the past year. Important military bases are located in the vicinity. The Anchorage local is the second AFT local chartered in Alaska. In 1944 a local was organized in Ketchikan, which is the center of the largest salmon industry in the world.

The new AFT local in Anchorage was organized during the famous fur rendezvous when dog races, weight pulling contests for dogs, native dances, etc., are held in the city. Mr. and Mrs. Kuenzli were greeted at the Anchorage Airport by a delegation of teachers and the queen of the fur rendezvous. Some of the men teachers in the delegation were wearing beards grown for the occasion. Those without beards wore badges to show that they were exempt from "arrest" for not having a beard. The queen presented to Mr. Kuenzli one of the badges of exemption.



Mrs. Kuenzli and A. J. Douglas, of the Anchorage local, watch Fur Queen pin badge on AFT Secretary-Treasurer Irvin R. Kuenzli.

## **20 years of service recalled by Toledo**

**250** TOLEDO, O.—More than 150 members attended the twentieth anniversary luncheon of the Toledo Federation of Teachers. Several outstanding guests were present including Ohio Senator Frank King and Ohio Representatives Gernheuser, Mundy, and Taylor. Representatives from other locals, labor groups, and the labor press were also present. Carl J. Megel, AFT president, was the principal speaker.

In a backward glance, the local listed some of its major gains:

1. Elimination of married teacher clause in contracts.
2. Maternity leave.
3. Fair hearing before attempted dismissal.
4. Residence rule rescinding.
5. Dual family employment rule rescinding.
6. Single salary schedule.
7. Cumulative sick leave.
8. 38-week school year.
9. Job security for veterans.
10. Salary increases for substitute teachers.
11. Initiating the step gaining for elementary school teachers a free day for clerical work at the close of school year.
12. Posting of vacancies in school system so all teachers may apply.
13. Initiating of the credit union open to all teachers.
14. Maintenance of a Blood Bank for all teachers.

## **Miss Jarrell reelected to superintendency**

**89** ATLANTA, GA.—The Atlanta Board of Education re-elected Miss Ira Jarrell Superintendent of Schools at its February meeting.

Miss Jarrell, a member of Local 89 until her administrative position made her ineligible, started as a classroom teacher and has made an excellent record for efficiency in the office to which she has just been re-elected.

## **NEW LOCALS**

- 1171 Howard Union of Teachers (R.I.)
- 1172 Edina-Morningside Federation of Teachers (Minn.)
- 1173 Posen Federation of Teachers (Ill.)
- 1174 Belvidere Federation of Teachers (Ill.)
- 1175 Anchorage Federation of Teachers (Alaska)

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5-week second term ..... July 20-August 21

## **Montana State University Missoula**

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## **Boston local surveys its accomplishments**

**66** BOSTON, MASS.—The Boston Teachers Union proudly records the following accomplishments:

1. A bill presented to the legislature by Local 66 resulted in extending the Massachusetts tenure law to include the teachers of Boston.
2. The local then strove to obtain certain benefits for the many Boston teachers who had suffered financially from the lack of a tenure law in Boston. The School Committee, acknowledging the past injustice, granted retroactive salary increments for each year of temporary service up to six years, and also adopted the same policy for all teachers appointed thereafter.
3. A law requiring the certification of teachers was introduced through the work of the Massachusetts State Branch of the AFT and was adopted by the Massachusetts legislature.
4. As a result of the efforts of Local 66, the monthly checks of Boston teachers now designate the base pay and all deductions.
5. In the campaign for equal pay, the Boston Teachers Union founded a Speakers' Bureau which addressed scores of Boston labor unions and won their solid support for this fundamental labor principle.
6. All organizations of Boston teachers now have the opportunity of presenting grievances for consideration before a grievance board. Local 66 requested this.

7. When appointed as permanent teachers, veterans who were substitutes in the Boston schools at the time of entering the U. S. Armed Forces receive increments for the years spent in the service of their country. The Boston Teachers Union was responsible for the adoption of this ruling.

8. Substitutes who are definitely not to be appointed for any given year must be notified in writing in April of the preceding school year. This legislation was introduced by the Massachusetts State Branch of the AFT.

9. On June 21, 1951, the Boston School Committee accepted a system of seniority in cases of transfer of teachers. This system, based upon the original date of appointment under certificate, originated in the Boston Teachers Union.

10. Teachers with tuberculosis who by law have been forced to take sick leave will receive full pay for two years.

## **Best wishes, Mr. Steel**

**571** WEST SUBURBS, ILL.—Wade A. Steel has been appointed superintendent of Leyden Community High School. He is a past president of Local 571 and has been very active in AFT affairs. Becoming a superintendent makes his continued membership in the local impossible, but Mr. Wade will know that he has the whole-hearted support of the union teachers in his community.

## Erie Federation honors AFT president at dinner meeting

**337** ERIE, PA.—On Thursday, Feb. 12, the Erie Federation of Teachers sponsored a dinner, for members and their guests, in honor of AFT President Carl J. Megel.

Before the dinner, Miss Mary Hassett, president of the local, presided at a coffee hour, at which Mr. Megel was informed of local problems and contributed valuable suggestions to aid in their solution.

In his address to the Federation members and their guests at the dinner Mr. Megel emphasized these points: (1) Teachers have the right to bargain collectively and in good faith with the local boards of school directors. (2) Teachers must unite and work actively to safeguard their academic freedom. (3) It would be desirable to secure the anticipated revenue from the off-shore oil lands for the improvement of education and to see that the revenue is made available to all forty-eight states. (4) Teachers have a right and obligation to participate in local educational systems at the policy-making and planning level. (5) Local Federations of Teachers must work for efficient administration and operation



At dinner given by the Erie Federation. SEATED: Dr. Charles B. Williamson, corresponding secretary of the local; Carl J. Megel, AFT president; Miss Mary Hassett, president of the local. STANDING: Mrs. Pearl Jones, treasurer; Miss Jean Kennedy, recording secretary.

of the school systems. Hence, local educational projects must be conceived democratically, planned democratically, and administered democratically.

The members of the Erie Federa-

tion of Teachers were pleased to have the opportunity to meet and talk with President Megel. They are firmly convinced that such personal contacts with the national officers are of great value to the locals.

## New York Guild wins case for substitutes

**2** NEW YORK, N.Y.—The New York Teachers Guild offers the following convincing proof that every New York substitute teacher should be a member of that AFT group:

1. The Guild won two cases last summer (*Heitner and Heitner-Steinberg*) before the State Commissioner of Education. As a result, regular subs who served during the 1949-50 or 1950-51 school years will receive as much as \$94 each, or a total of \$330,000 in additional summer pay. The Guild instituted these suits at no cost to the substitutes.

2. In April 1952, the Guild pushed through enactment of the Olliffe Law to end further suspension of the Feld-Holley Law. Thus the Board is now required to appoint eligibles to existing vacancies and shorten the time within which such appointments must be made. Under this Olliffe Law, a suit has now been initiated by A. Mark Levien, Guild Counsel, on behalf of a group of eligibles to compel appointments to high school vacancies.

3. When the Board of Education refused to appoint high school eligibles last fall, the Guild Grievance

Committee threatened suit and 127 teachers were appointed shortly thereafter.

4. As a result of Guild efforts, the substitutes won an annual wage in the 1947 Salary Law, got restoration of salary credit for substitute service, and secured list extension legislation. *The Guild was the only organization to defend this legislation in the courts*—in what became the Welling suit.

5. The Guild has brought suit to compel the Board to give a hearing to a substitute who was dropped because of a "U" rating. We contend that, as in the past, substitutes have this right to a hearing.

## ISFT budgets \$75 for member attending Madison Workshop

The Illinois State Federation of Teachers has budgeted \$75 for any member who desires to attend the Madison Workshop this summer. This is the annual workshop sponsored by the AFT and the University of Wisconsin and is under the direction of AFT Vice-president Carl Benson.

## Suggest assistants for lunchroom duty

**231** DETROIT, MICH.—Housewives at street corners are excellent substitutes, we understand, for the policemen who formerly guarded school children four times a day at the crossings.

Our impression is that an embattled mother is a force of nature, like the hurricane, compared to which a policeman is a mere stuffed uniform.

Why not experiment with this natural force in the school lunch rooms, another spot where children seem intent on destroying themselves and one another?

The argument the Union has met for years when proposing non-professional help for school lunch rooms, is that too few competent and reliable mothers would accept a paid job for so few hours a day.

The police department seems to have disproved this argument.

Why doesn't the Board of Education at least experiment with employing housewives in the lunch rooms?

Many a young teacher would stay in the schools if only the unbearable burden of lunch duty were lightened.

*The Detroit Teacher*

## **Study qualifications for superintendents**

**481** NEWARK, N.J.—The Newark Teachers Union has made a study on the selection of a superintendent of schools. Although the actual responsibility for the selection rests with the board of education, the union believes that all interested groups should contribute as much information and guidance as possible.

Basic in their philosophy is faith in the American democratic ideal. The ardent support and championship of that ideal is pre-requisite to anyone's fitness to serve as a leader of the school system.

Specifically the attributes listed in the study are: (1) appreciation of democracy in theory and practice; (2) skill in planning and execution to achieve the best and fullest education for every child; (3) extensive public school background and experience; (4) courage to withstand pressures that would hamper teachers and children; (5) leadership in human and public relations; (6) understanding of the problem of school finance.

Qualifications of age, education, and health are taken for granted. However, the study does point out that education and scholarship need not be equated with university status or advanced degrees. It calls attention to the fact that excellent educational leadership has often been found where advanced degrees were not a factor.

The final recommendations in the study offer suggestions for recruiting applicants through educational journals and bureaus for placement.

## **Tri-cities hold dinner meeting**

**580** LA SALLE, ILL.—On January 27, Carl J. Megel, AFT president, addressed more than forty guests at a dinner given by the Tri-Cities Federation of Teachers. High School Superintendent Dolan, members of the four school boards in the area, local labor leaders, as well as union teachers expressed appreciation for Mr. Megel's message. He told the group that American education is the business of everybody who believes in democracy; that our 1953 educational program is being inadequately supported by a 1920 tax system; and that only through the organization of unions can the classroom teacher expect to be a part of improving the tax structure, of getting state aid, and of influencing Congress to provide federal aid to American education.

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\*\*How to publish your own book. Save up to half the charges of a "vanity publisher" by consulting an experienced book manufacturer.

\*\*Must you retype a page of manuscript with several corrections? Editors don't mind seeing a page with a few corrections—up to four neat corrections are allowable on each manuscript page. The ultimate key to successful writing. The amateur "reports" what *sense* or *knows*; the professional *interprets* it.

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\* How to treat a subject for an article. You can sell articles answering *How would I choose a . . . ?* Fill in the last word: how to choose a dog, a college, a car, a motel, a home. Another formula: write about ". . . something to . . . ." For example: ". . . something to dogs." Fill in the first blank with an appropriate word or phrase: *Teaching something to dogs, giving something to dogs—or, your personality is something to dogs*. From here you get idea germs like: *Seven Short Steps to Housebreaking a Puppy. A Surefire Way to Give Your Dog a Pill. Making Friends with a Bulldog, etc.*

\* Where to obtain facts and background material for stories and articles: *Mudge's Guide to Reference Books*. Through its help you can find a wealth of material on almost any subject you might want to write about.

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So you get only \$10-\$15 for a 3000 word story or article. But the lift you get from seeing your name and your work in print is compensation enough at that stage. And it won't be long before you'll be getting 1c, then 2c and later 3c a word. Most of a writer's work during the middle years of his apprenticeship should bring from \$50 to \$100 per article or short story. Anyone who can devote a few hours each evening and at weekends to writing should readily be able to add \$200 or more a month to his income.

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